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ABSTRACT

This booklet is intended for practitioners interested in administering, hand scoring, and providing individualized feedback reports on the Leader Effectiveness Index (LEI), a seven-item instrument designed to provide assessment data on leader effectiveness. The following topics are discussed in the booklet's six sections: preparing the instruments for use; administering the instruments; following up on nonrespondents and scoring responses; preparing individualized feedback reports; presenting the feedback reports to ratees; and following alternative directions for administering the LEI by mail. The bibliography lists 14 references. Appendixes constituting approximately 70% of this document contain the following: sample LEI individualized feedback report, sample and blank additional information form and ratee identification forms; directions to ratees for having raters fill out the LEI forms; sample and blank LEI scoring worksheets; chart comparing average LEI observer ratings with the vocational administrator and vocational teacher leader norm group; and sample LEI individualized feedback report. A copy of the LEI is also included. (MN)

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NCRVE

National Center for Research in
Vocational Education

University of California, Berkeley

LEADER EFFECTIVENESS INDEX: DIRECTIONS FOR ADMINISTERING, SCORING, AND PREPARING INDIVIDUALIZED FEEDBACK REPORTS

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LEADER EFFECTIVENESS INDEX: DIRECTIONS FOR ADMINISTERING, SCORING, AND PREPARING INDIVIDUALIZED FEEDBACK REPORTS

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This Manual should be of particular interest to potential users of the Leader Effectiveness Index (LEI), as well as to those who study leadership and its measurements. The Manual contains (1) the conceptualization of leadership which provides a foundation for the LEI, (2) an explanation of how to use the instrument, (3) a description of the LEI's development and psychometric characteristics, and (4) a report of the process used to create an appropriate norm group. By J. Moss, Jr., et al.
MDS-815/June 1994/$4.50

Leader Attributes Inventory *Manual*

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EXECUTIVE SUMMARY

This booklet should be of particular interest to practitioners who are interested in administering the *Leader Effectiveness Index* (*LEI*) to groups of individuals, hand-scoring the data from those instruments, and providing individualized feedback reports to each participant for the purposes of leadership diagnosis and development. The *LEI* is a 7-item instrument that has been developed and tested to provide assessment data on leader effectiveness (e.g., Item 1 = inspires a shared vision and establishes standards that help the organization achieve its next stage of development).

It is assumed that a coordinator executes the process of administration, data collection, and providing feedback reports. Data collection consists of obtaining data from five individuals who are very familiar with the person being assessed. The feedback reports consist of a chart that shows (1) the average of the five observer scores and (2) a comparison of the average scores from the five observers and the average scores derived from a national norm group.

The process of administration and generation of feedback reports is delineated in a detailed fashion taking the coordinator from the initial steps of instrument preparation to the final stages of presentation of the feedback reports to the participants. This document contains the following: an introduction to the process, how to prepare the instruments, how to administer the instruments, how to follow up on nonrespondents, the process of preparing the feedback reports, the process for providing the feedback reports to the ratees, and alternative directions for administering the *LEI* by mail. There are nine appendices that include such tools as calculation worksheets, blank forms, and charts. Examples of each step in the process are provided for clarity and ease of understanding.

INTRODUCTION

The *Leader Effectiveness Index* (*LEI*) provides a multi-observer assessment of the effectiveness of leadership performance in vocational education. The 1993 edition contains seven items. The first six items measure the extent to which each of six broad leadership tasks are being performed; the seventh item measures the overall effectiveness of the leader's performance. A six-point response scale follows each of the seven items. The scale (scored 1-6) ranges from "Not Effective" to "Extremely Effective"; a response of "Not Applicable" is also permitted.

The person whose effectiveness as a leader is to be assessed (the ratee) requests five subordinates (or peers if he or she has an insufficient number of subordinates) who know the ratee well in relation to work to complete the *LEI*. Individualized Feedback Reports are then prepared which (1) show the average of the ratee's observer-ratings and (2) compare the average of his or her observer-ratings with an appropriate norm (comparison) group.

Information about the development of the *LEI*, its psychometric characteristics, and the establishment of the norm groups is contained in the publication entitled *Leader Effectiveness Index Manual*. The *Manual* may be secured from the National Center for Research in Vocational Education, Materials Distribution Service, Western Illinois University, 46 Horrabin Hall, 1 University Circle, Macomb, IL 61455, (800) 637-7652, fax: (309) 298-2869.

A companion instrument, the *Leader Attributes Inventory* (*LAI*) (MDS-730), is also available from the National Center for Research in Vocational Education, Materials Distribution Service. The *LAI* has been designed to make a diagnostic assessment of 37 attributes–characteristics, knowledge, skills, and values possessed by individuals–that predispose successful performance as a leader in vocational education. The instrument comes in a Self-Rating Form and an Observer-Rating Form. Both forms are used in the assessment so that self-ratings can be compared with observer-ratings. The observer-ratings can also be compared with one of two norm groups, either vocational administrators or vocational teacher leaders.

PREPARE THE INSTRUMENTS FOR USE

It is assumed that you (the coordinator) are responsible for managing the process of administering the *LEI* and preparing Individualized Feedback Reports. These directions are written to assist you in these tasks. There are two ways to administer the *LEI*. You can either assemble a group of individuals to be rated (ratees), such as in a classroom or workshop setting, or the *LEI*s can be mailed to individual ratees in the field. The directions for a group setting will be discussed first and the directions for mailing the *LEI* to ratees will be discussed at the end of this manual.

First, read the *LEI* Individualized Feedback Report in Appendix A to acquaint yourself with the end-product that you will be developing. This is an example of the Individualized Feedback Report that you will prepare for each ratee.

A. Assemble the *LEI* forms into sets.

Each ratee is rated by five individuals (either subordinates or peers). The forms are put into sets to ease coding of the forms (which will be discussed later in these directions).

1. Determine the number of individuals (ratees) for whom you will be preparing Individualized Feedback Reports.

2. Assemble as many sets as there will be ratees.

B. Assign ID numbers to each set of instruments.

Lack of confidentiality in ratings is apt to invalidate the results of the assessment. To ensure confidentiality, the names of the ratee and rater do not appear on any of the forms. Also, the raters should be directed to send the completed forms *directly* back to you, the coordinator. Since it is necessary, however, to identify the ratees so that the Individualized Feedback Reports can be developed, ID numbers are used for tracking and identification purposes.

1. The ID number consists of five digits. The first four digits are used to identify the ratee being rated and to order the forms sequentially. The fifth (last) digit designates the rater and will vary from 1 to 5 with 1 delineating

the first observer, 2 the second, 3 the third, 4 the fourth, and 5 the fifth. Examples of ID numbers and the type of form to use are provided below:

1st ratee set:

ID No.	
00011	ratee #1, 1st observer
00012	ratee #1, 2nd observer
00013	ratee #1, 3rd observer
00014	ratee #1, 4th observer
00015	ratee #1, 5th observer

2nd ratee set:

ID No.	
00021	ratee #2, 1st observer
00022	ratee #2, 2nd observer
00023	ratee #2, 3rd observer
00024	ratee #2, 4th observer
00025	ratee #2, 5th observer

25th ratee set:

ID No.	
00251	ratee #25, 1st observer
00252	ratee #25, 2nd observer
00253	ratee #25, 3rd observer
00254	ratee #25, 4th observer
00255	ratee #25, 5th observer

2. As can be seen, the first four digits are the same within each set and the fifth digit changes depending upon the rater. This allows the *LEI* forms to be matched to the ratees as they are completed and returned.

3. Assign five-digit identification numbers to each set of *LEI* forms.

C. Enter the date and return address on the *LEI* forms.

1. Using the space provided on the *LEI* forms, indicate the date you want the forms to be returned to you. (You could also hand out the forms and have the ratees fill out the date.)

2. Fill in your address on each form so the raters can mail the forms back to you. (Again, you could have the ratees do this.)

D. Prepare to collect optional information.

In some cases, such as when the *LEI* is being used for research purposes, it may be desirable to collect additional information about the ratees and/or the raters. Examples of this type of information include gender, ethnic group membership, age, present position, years of experience in present or similar positions, type of employer, and location of employer. An example of such a form is in Appendix B; you might want to develop your own form, however.

1. Prepare the form needed to collect the desired information.

2. Attach the form to the *LEI* instruments.

ADMINISTER THE INSTRUMENTS

A. Distribute one set of *LEI*s to each ratee.

B. Prepare a Ratee Identification Form.

To ensure the confidentiality of ratings, the forms do not have a place to record the ratee's name, address, and telephone number. Since it is necessary to secure this information so you can track responses, a Ratee Identification Form should be prepared. (An example of a completed Ratee Identification Form is included in Appendix C.) Appendix D contains a blank form that can be duplicated and used for tracking responses.

1. Hand out the Ratee Identification Form.

2. Have each ratee fill in their personal information opposite the ID number on the form corresponding to the ID number on the *LEI* forms he or she has received.

3. MATCHING THE CORRECT ID NUMBERS IS ESSENTIAL. Double checking this process is suggested.

C. Provide directions to ratees for distributing the five *LEI* forms.

1. Ratees are to give the *LEI* forms to five raters who (1) report to the ratee either directly or indirectly (or, in the event that there are not five subordinates, the *LEI* can be given to peers), and (2) know the ratee well in relation to his or her work position. Raters should *not* be superiors.

2. Ratees should provide reasons why they are seeking the raters help such as (1) they wish to improve their performance as leaders, and the assessment by subordinates is a critical step in that process; and (2) rating by subordinates will be compared with a norm group to provide a second standard for setting developmental goals.

3. Assure raters of the confidentiality of their responses: (1) The completed *LEI* forms will be sent directly back to the coordinator of the assessment activity by the rater using a stamped, return addressed envelope, so the person being rated will *not* see the rater's responses; (2) neither the ratee's nor the rater's name appear on the form; (3) only the ID number associates the ratee and the ratings, and only the coordinator has access to the ID number code; and (4) all feedback to the persons being rated will be in the form of averages from a group of raters.

4. No more than five minutes are required to complete the *LEI* form.

5. Ratees should urge raters to complete and return the forms to the coordinator by the date shown on the form.

6. For your presentation convenience, the above directions are also included in Appendix E.

D. Coordinator provides five stamped, return-addressed envelopes to each ratee.

The envelopes must be addressed to you (the coordinator) so that the five completed *LEI* forms will be returned directly to you. The stamp ensures a higher return rate. Returning the forms directly to you ensures confidentiality.

FOLLOW-UP ON NONRESPONDENTS AND SCORE RESPONSES

A. Follow-up nonrespondents

A *minimum of three responses from raters* for each ratee is considered essential to secure reliable average ratings. If you do not receive at least three responses, you need to follow up on the nonrespondents.

1. Use the Ratee Information Form to check off the forms as they are returned.

2. In the event that fewer than three raters return *LEI* forms for a ratee, a follow-up of nonrespondents is necessary.

   a. Using the information on the Ratee Information Form, contact the ratees with nonresponding raters.

   b. Urge ratees to contact all five of their raters and convince them to complete and return their forms. [Note that since the ratees and you will not know who among the five raters have not responded, the ratees will have to contact all five of the persons to whom they have given forms.]

   c. If necessary to secure three ratings, additional subordinates or peers who know the ratee well in relation to his or her work position can be asked to provide ratings.

4. Be prepared to send additional copies of the *LEI* forms to ratees whose raters have misplaced the original forms.

5. If fewer than three raters return their forms, you should not generate an Individualized Feedback Report. You will have to tell the ratee that an insufficient number of responses were received and, thus, preparing an Individualized Feedback Report was not possible.

B. Score responses (all scores are rounded to the nearest tenth of a point).

Look at Appendix F. It is an example of a completed *LEI* Scoring Worksheet for one ratee. This Scoring Worksheet was generated using data from mock *LEI* forms. The data on the example *LEI* Scoring Worksheet was also used to generate the example Individualized Feedback Report in Appendix A. You will need to generate one of these *LEI* Scoring Worksheets for each ratee in your group using actual data from their *LEI* forms.

1. Duplicate the *LEI* Scoring Worksheet in Appendix G—one for each ratee.

2. Take out the first ratee's set of completed *LEI* forms.

3. Enter the observer-ratings for each observer in the columns under "Observer-Ratings," which are labeled 1 through 5. Each column has one rater's ratings in it.

4. It does not matter which column you enter which observer-ratings in as long as there are at least three raters (e.g., you might have received ratings back from raters 1, 2, and 5. You can enter raters 1 and 2 data in columns 1 and 2, then enter rater 5's data in either column 3, 4, or 5).

5. If a rater has not rated the ratee on an attribute, leave it blank at this time.

6. Make sure that you are entering the rating for the correct *LEI* item by frequently checking the item being recorded.

7. If a ratee has only four raters who have returned forms, then you would only have four columns filled in on the *LEI* Scoring Worksheet.

8. Add the ratings for each item and place the sum in column "A" for each item.

9. Count the number of ratings for each item and place this number in column "B."

10. Divide the sum of ratings by the number of ratings (A divided by B) and place the average for each item in column "C."

11. Add the six averages (column "C") and record this number at the bottom of the column. (Item 7 is a stand-alone item and is not calculated in the average of the other six items. Item 7 will be discussed later in further detail.)

12. Divide the sum of column "C" by the number of average scores. Usually this will be six averages; however, if you are missing an average score in column "C" (because of missing data), divide the sum by the number of averages available. Place this mean of the averages in the box next to the "Average of six items."

C. Some possible uses of item 7.

Although item 7 is *not* included in the calculation of a ratee's *LEI* score, it may, in some cases, be desirable to use for the following reasons: (1) the coordinator or ratees are convinced that items 1 through 6 do *not* represent a valid expression of their conceptualization of the broad tasks of leaders; or (2) the coordinator wants to test whether the average of items 1 through 6 accurately reflects the raters' views about the effective performance of a leader. [Note that in the development of the *LEI*, correlations between the averages of items 1 through 6 and item 7 were found to be about .90, and the average difference between the two scores was about .05 points.]

PREPARE INDIVIDUALIZED FEEDBACK REPORTS

A. Complete Chart 1

The purpose of Chart 1 is to present two types of feedback to the ratee. First, it shows the average of the ratings (on the first six *LEI* items) assigned to the ratee's performance by her or his observer-raters. Second, it compares the average rating assigned to the ratee with the average rating of a norm (comparison) group consisting of 551 vocational administrators and vocational teacher leaders. (A completed Chart 1 is shown in Appendix A.)

1. A *blank* form of Chart 1 is contained in Appendix H. Make a copy of the blank form for each ratee.

2. Take out the first ratee's *LEI* Scoring Worksheet.

3. Using the data on each ratee's *LEI* Scoring Worksheet and a blank Chart 1,

   a. Enter the ratee's ID number in the space provided.

   b. Plot the *average* of the six *LEI* items using the letter "X."

4. The next step in graphing is to plot the standard error of measurement (SEM) for the observer-rating score. The SEM is an approximation of the score's range of error. The SEM was determined by calculating the variance in scores obtained from a large number of groups of observers for each attribute. The SEM is used to indicate that groups of observers, when rating the same ratee, will vary slightly. Typically, any score obtained through sampling will vary slightly over samples. Therefore, a range is reported to the person being rated. It makes the average score more realistic. The SEM for the *LEI* is $\pm$.4 points.

   a. Draw a line through the average rating ("X") which extends .4 points on either side of the center of the average rating (----X----).

   b. See the example of Chart 1 in Appendix A.

PRESENT THE FEEDBACK REPORTS TO RATEES

A. Assemble the feedback reports

1. Each Individualized Feedback Report consists of (1) the text material in Appendix I and (2) a Chart 1 that you have prepared for each ratee.

2. Duplicate a copy of Appendix I for each ratee.

3. Attach to each Appendix I the Chart 1 that has been prepared for a given ratee.

4. Enter the ratee's name on the title page of Appendix I. (This information is available on the Ratee Identification Form.)

B. Distribute and interpret the Individualized Feedback Reports.

1. Make transparencies of anonymous sets of Chart 1.

2. Use the transparencies to explain the meaning of the results depicted on the chart.

3. Assist ratees with interpreting their own results.

4. Provide information about how ratees might use the results of the assessment as a basis for strengthening their performance as leaders. (See the section in Appendix I on "Using the Feedback Results.")

ALTERNATIVE DIRECTIONS FOR ADMINISTERING THE *LEI* BY MAIL

The preceding instructions for administering the *LEI* assumed that you would assemble a group and administer *LEI*'s initial steps in a group setting. The *LEI* can also be mailed directly to the ratee group you wish to evaluate. The following are some differences in the steps that need to be considered if you are mailing the *LEI* to ratees.

"Introduction" - Same

"Prepare the Instruments for Use" - Same

"Administer the Instruments"

- Step A: You will need to mail the *LEI* instruments to the ratees.
- Step B: You would have to fill out the entire Ratee Identification Form before you mail out the *LEI* forms.
- Step C: Instead of verbally giving the instructions to the ratees, you would need to write a cover letter with the information contained in Appendix E and mail it along with the set of forms to each ratee.
- Step G: You will need to mail the five stamped, return-addressed envelopes to ratees.

The rest of the steps in this manual should be the same.

CONCLUSION

The instructions contained in this document should suffice in leading you through the process of administering, scoring, and providing feedback to groups of individuals interested in enhancing their leader attributes in an effort to become more effective leaders. The following is a list of other *LAI* and *LEI* NCRVE products and published articles that you might find interesting:

Finch, C. R. (1993). *Breakers: An organizational simulation for vocational education professionals* (MDS-278). Berkeley: National Center for Research in Vocational Education, University of California at Berkeley.

Finch, C. R., Gregson, J. A., & Faulkner, S. L. (1991). *Leadership behaviors of successful vocational education administrators* (MDS-097). Berkeley: National Center for Research on Vocational Education, University of California at Berkeley.

Finch, C. R., Gregson, J. A., & Reneau, C. E. (1992). *Vocational education leadership development: Resources, selection and application* (MDS-188). Berkeley: National Center for Research on Vocational Education, University of California at Berkeley.

Finch, C. R., Reneau, C. E., Faulkner, S. L., Gregson, J. A., Hernández-Gantes, V., & Linkous, G. A. (1992). *Case studies in vocational education administration: Leadership in action* (MDS-279). Berkeley: National Center for Research on Vocational Education, University of California at Berkeley.

Migler, J. R. (1991). *Selected leadership attributes and styles of administrators in exemplary vocational education institutions and administrators in Minnesota technical colleges*. Unpublished doctoral dissertation, University of Minnesota, St. Paul.

Moss, J., Jr., Finch, C. R., & Johansen, B.-C. (1991). What makes a vocational administrator an effective leader? *Journal of Industrial Teacher Education, 29*(1), 1-15.

Moss, J., Jr., & Jensrud, Q. (1995). Gender, leadership, and vocational education. *Journal of Industrial Teacher Education, 33*(1), 6-23.

Moss, J., Jr., Jensrud, Q., & Johansen, B.-C. (1992). *An evaluation of ten leadership development programs for graduate students in vocational education* (MDS-293). Berkeley: National Center for Research on Vocational Education, University of California at Berkeley.

Moss, J., Jr., Johansen, B.-C., & Preskill, A. (1991). Developing the Leader Attributes Inventory: An odyssey. *Journal of Industrial Teacher Education, 28*(2), 7-22.

Moss, J., Jr., Lambrecht, J. J., Jensrud, Q., & Finch, C. R. (1994a). *Leader attributes inventory manual* (MDS-730). Berkeley: National Center for Research on Vocational Education, University of California at Berkeley.

Moss, J., Jr., Lambrecht, J. J., Jensrud, Q., & Finch, C. R. (1994b). *Leader effectiveness index manual* (MDS-815). Berkeley: National Center for Research on Vocational Education, University of California at Berkeley.

Moss, J., Jr., Leske, G. W., Jensrud, Q., & Berkas, T. H. (1994). An evaluation of seventeen leadership development programs for vocational educators. *Journal of Industrial Teacher Education*, *32*(1), 26-48.

Moss, J., Jr., & Liang, T. (1990). *Leadership, leadership development, and the National Center for Research in Vocational Education* (MDS-041). Berkeley: National Center for Research on Vocational Education, University of California at Berkeley.

Moss, J., Jr., Schwartz, S. L., & Jensrud, Q. (1995). *Preparing leaders for the future: A developmental program for underrepresented groups in vocational education* (MDS-736). Berkeley: National Center for Research on Vocational Education, University of California at Berkeley.

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If you have any questions or wish to discuss the current status of using the *LAI* and/or *LEI*, please feel free to contact

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Enjoy!!

Appendices

Appendix A

Leader Effectiveness Index Individualized Feedback Report (Example)

Appendix A

LEADER EFFECTIVENESS INDEX
INDIVIDUALIZED FEEDBACK REPORT

Prepared For

CARMA SMITH

Prepared By

KATRA JONES

8 11 95

(Month) (Day) (Year)

LEI INDIVIDUALIZED FEEDBACK REPORT

Introduction

You recently requested five of your subordinates (or peers) who know you well at work to rate your leadership performance on the *Leader Effectiveness Index* (*LEI*). The purpose of this report is to provide you (the ratee) with feedback based upon the completed instruments.

Chart 1 presents two types of feedback. First, it shows the average of the ratings assigned to your performance by your observer-raters. Second, it compares the average rating assigned to you with a norm (comparison) group consisting of 551 vocational administrators and vocational teacher leaders.

Average *LEI* Observer-Rating

Chart 1 contains the average of your observer ratings. The average is in raw score form as contained on the *LEI*: 1 means "Not Effective"; 2 is "Slightly Effective"; 3 is "Somewhat Effective"; 4 is "Effective"; 5 is "Very Effective"; and 6 is "Extremely Effective." The rating shown on Chart 1 is the mean score of items 1-6 on the *LEI* averaged over the three to five observer-raters who completed and returned the instrument. (A minimum of three observer-raters was required to report average ratings.)

The standard error of measurement of the three to five individual observer-ratings is shown as a line through the average observer-rating. The standard error is a measure of the uncertainty of the precision of the mean rating of the three to five individual observers actually used. More precisely, if a large number of sets of three to five observers were used, their average rating would be likely to fall somewhere between plus and minus one standard error. Consequently, instead of thinking about *an* average observer-rating, it is more accurate to think of a *range* of average observer-ratings—the range shown by the line representing the standard error.

Comparing Observer-Ratings with a Norm Group

Chart 1 also compares your average observer-rating with a norm group consisting of 551 vocational administrators and vocational teacher leaders. The persons in the norm groups were drawn purposively from the following states: Arkansas, Colorado, Florida, Georgia, Illinois, Iowa, Maryland, Ohio, Oklahoma, Oregon, Tennessee, and Wisconsin. (A complete description of the group and the norming process is contained in Moss, Lambrecht, Finch, & Jensrud, 1994.)

On Chart 1, the line drawn through the average rating of the members of the norm group represents a measure of uncertainty about the precision of that average rating. Consequently, instead of thinking about *a* norm group average, it is more accurate to think about a *range* of likely norm group averages. Thus, if a line representing the standard error of your three to five observers does *not* overlap the line representing the standard error of the average rating of the norm group members, then you can be reasonably confident that there is a real difference between your average rating and the norm group average rating. On the other hand, the more the lines of standard errors overlap, the more likely it is that your average rating is the same as the average rating of the norm group members.

Using Feedback Results

Given the results shown on your Individualized Feedback Report, the next steps are to utilize that information to plan how you might improve your performance as a leader. The following steps may be helpful:

A. Establish developmental goals.

1. If possible, meet with your observer-raters. Explore their ideas for areas of performance that might be improved and how it might be accomplished.

2. Meet with your mentor(s) and have the same discussion.

3. Use the *LEI* in conjunction with the *Leader Attributes Inventory* (*LAI*) (Moss, Lambrecht, Finch, & Jensrud, 1994a). This multirater instrument will provide a diagnostic assessment of 37 leader attributes that predispose

desirable leader behaviors. It will help pinpoint the attributes that should comprise your developmental goals.

4. Select the three to five attributes or areas of performance with greatest need for improvement in the immediate future.

B. Formulate a leadership development plan.

1. Using the attributes or the areas of performance to be improved as goals, create tentative action plans that stipulate the activities, resources needed, completion date, and method(s) of measuring progress for each goal.

2. Review the action plans with your mentor(s).

3. Revise the action plan(s).

C. Initiate the planned activities.

Chart 1 (Example)

ID#_____

(Raw Scores)

Key

- Vocational Administrator and Vocational Teacher Leader Norm Group
- Average Observer-Rating
- Standard Error

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Appendix B
Additional Information (Example)

Appendix B

Please answer the following questions.

1. Present position:
   - ❍ Institution-level administrator
   - ❍ Department-level administrator
   - ❍ Local or state consultant
   - ❍ Teacher/Counselor
   - ❍ Teacher educator
   - ❍ Other_____

2. Years of experience in present or similar positions:
   - ❍ 1-3 years ❍ 10-12 years
   - ❍ 4-6 years ❍ More than 12 years
   - ❍ 7-9 years

3. Type of employer:
   - ❍ Comprehensive secondary school
   - ❍ Specialized secondary school
   - ❍ Comprehensive 2-year postsecondary institution
   - ❍ Specialized 2-year postsecondary institution
   - ❍ Four-year college/university
   - ❍ Local/state agency
   - ❍ Other_____

4. Location of employer:
   - ❍ Rural
   - ❍ Suburban
   - ❍ Urban

5. Ethnic group:
   - ❍ African American
   - ❍ Asian
   - ❍ Hispanic
   - ❍ Native American
   - ❍ White
   - ❍ Other_____

6. Gender:
   - ❍ Female
   - ❍ Male

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Appendix C
Ratee Identification Form (Example)

Appendix C

LEI Ratee Identification Form

Date LEI distributed: 6 / 10 / 95 (Mo / Day / Yr)

Date completed LEI is to be returned: 7 / 11 / 95 (Mo / Day / Yr)

ID Number	Ratee's Name	Telephone No.	Mailing Address			No. of Rater Responses Rcvd.
			Institution/Street	City/State	Zip Code	
00010	SMITH, CARMA	(612) 222-1442	UCFMN 1954 BUFORD AVE	ST. PAUL/MN	55108	III
00020	ANDERSON, JIM	(612) 334-5541	MHS. TC 426 3RD ST.	MHS., MN	55262	IIII
00030	NILSEN, DEB	(612) 331-4392	ST. PAUL TC 636 MARION ST.	ST. PAUL/MN	55108	III
00040	JOHNSON, WENDI	(218) 439-2469	HBC INC. 3303 ISLAND DR.	HERMANNTOWN/MN	55793	III
00050	JENNINGS, LARRY	(507) 454-2112	HAIR DESIGN 26 5TH AVE	EDEN PRAIRIE/MN	55383	III
00060	SHELDON, SARA	(612) 329-2671	SIDNEYS MAIN ST.	MAPLEWOOD/MN	55429	IIII
00070	CHUN, CHIN-LI	(218) 426-1131	ROOSEVELT H.S. 700 10TH ST. S.	VIRGINIA, MN	55443	IIII

NCRVE, MDS-1050

BEST COPY AVAILABLE

Appendix D
Ratee Identification Form (Blank)

Appendix D

LEI Ratee Identification Form

Date *LEI* distributed: ___/___/___ Mo Day Yr			Date completed *LEI* is to be returned: ___/___/___ Mo Day Yr			
ID Number	Ratee's Name	Telephone No.	Mailing Address			No. of Rater Responses Rcvd.
			Institution/Street	City/State	Zip Code	

Appendix E
Directions to Ratees for Having Raters Fill Out the *LEI* Forms

Appendix E

Directions to Ratees for Having Raters Fill Out the *LEI* Forms

Take the five *LEI* forms and distribute them to five subordinates who know you (the ratee) well (or peers if you do not have enough subordinates). The raters should either directly or indirectly report to you. Raters should *not* be superiors.

(Directions to Ratees)

Tell your raters why you want to get the feedback. For example, tell the raters that you wish to improve your performance as a leader and the assessment of your leader effectiveness is the first step in that process. Also indicate to raters that their ratings will be compared with a norm group. Finally, the completed *LEI* form will be sent directly back to a coordinator using a stamped, return-addressed envelope, so you will *not* see rater's responses. Tell raters that their names will not appear on the form, only the ID number associates the different ratings. All feedback will be in the form of averages from the group of raters.

Tell the raters that no more than five minutes are required to complete the *LEI*. Also indicate to the raters that the *LEI* form needs to be sent back *directly* to the coordinator by the date shown on the form.

Appendix F
LEI Scoring Worksheet (Example)

Appendix F

LEI Scoring Worksheet Example

ID#: 00010

Item No.	Observer-Ratings 1	2	3	4	5	(A) Sum of Obs.-Ratings	(B) No. of Obs.-Ratings	(C) (A÷B=C) Avg. Obs.-Ratings
1.	5	5	5	–		15	3	5
2.	5	4	5	5		19	4	4.8
3.	4	5	5	5		19	4	4.8
4.	5	5	5	6		21	4	5.2
5.	6	5	5	–		16	3	5.3
6.	6	5	5	6		22	4	5.5
							Sum of (C)	30.6
							Average of six items (C÷6)	5.1
7.	5	6	5	6		22	4	5.5

Appendix G
LEI Scoring Worksheet (Blank)

Appendix G

LEI Scoring Worksheet Example

ID#: _____

Item No.	Observer-Ratings					(A) Sum of Obs.-Ratings	(B) No. of Obs.-Ratings	(C) (A÷B=C) Avg. Obs.-Ratings
	1	2	3	4	5			
1.								
2.								
3.								
4.								
5.								
6.								
							Sum of (C)	
							Average of six items (C÷6)	
7.								

Appendix H

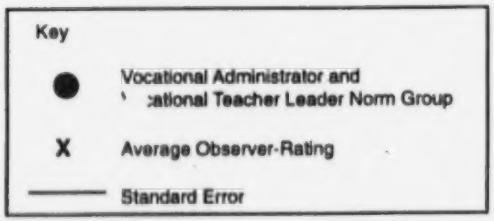
Chart 1: Comparing Average *LEI* Observer-Ratings with the Vocational Administrator and Vocational Teacher Leader Norm Group

Appendix H ID#_____

Chart 1

Comparing Average *LEI* Observer-Ratings with the Vocational Administrator and Vocational Teacher Leader Norm Group

(Raw Scores)



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Appendix I

Leader Effectiveness Index Individualized Feedback Report

Appendix I

LEADER EFFECTIVENESS INDEX
INDIVIDUALIZED FEEDBACK REPORT

Prepared For

_____

Prepared By

_____

_____

(Month) (Day) (Year)

LEI INDIVIDUALIZED FEEDBACK REPORT

Introduction

You recently requested five of your subordinates (or peers) who know you well at work to rate your leadership performance on the *Leader Effectiveness Index* (*LEI*). The purpose of this report is to provide you (the ratee) with feedback based upon the completed instruments.

Chart 1 presents two types of feedback. First, it shows the average of the ratings assigned to your performance by your observer-raters. Second, it compares the average rating assigned to you with a norm (comparison) group consisting of 551 vocational administrators and vocational teacher leaders.

Average *LEI* Observer-Rating

Chart 1 contains the average of your observer ratings. The average is in raw score form as contained on the *LEI*: 1 means "Not Effective"; 2 is "Slightly Effective"; 3 is "Somewhat Effective"; 4 is "Effective"; 5 is "Very Effective"; and 6 is "Extremely Effective." The rating shown on Chart 1 is the mean score of items 1-6 on the *LEI* averaged over the three to five observer-raters who completed and returned the instrument. (A minimum of three observer-raters was required to report average ratings.)

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2. Review the action plans with your mentor(s).

3. Revise the action plan(s).

C. Initiate the planned activities.

LEADER EFFECTIVENESS INDEX

Jerome Moss, Jr.

ID NUMBER				

Return this completed form by: ____/____/____
Mo Day Yr

SECTION A

We are seeking your opinion about how effectively an individual is performing as a leader. You will return this form directly to the Coordinator of this assessment activity so the person you are rating will not be able to identify your responses. Therefore, we urge you to reflect carefully about each statement and select the rating that best describes the person.

For each of the statements which follow, fill in the circle that best describes the person you are rating.

SECTION B

	Not Applicable	Not Effective	Slightly Effective	Somewhat Effective	Effective	Very Effective	Extremely Effective
1. Inspires a shared vision and establishes standards that help the organization achieve its next stage of development. For example, creates a sense of purpose, defines reality in the larger context, instills shared values and beliefs	0	1	2	3	4	5	6
2. Fosters unity, collaboration and ownership, and recognizes individual and team contributions. For example, creates a climate of community, builds morale, sets a positive tone, resolves disagreements	0	1	2	3	4	5	6
3. Exercises power effectively and empowers others to act. For example, facilitates change, shares authority, nurtures the skills of group members	0	1	2	3	4	5	6
4. Exerts influence outside of the organization in order to set the right context for the organization. For example, serves as a symbol for the group, secures resources, builds coalitions, acts as an advocate	0	1	2	3	4	5	6
5. Establishes an environment conducive to learning. For example, provides intellectual stimulation, creates a supportive climate for learners, facilitates the professional development of staff	0	1	2	3	4	5	6
6. Satisfies the job-related needs of members of the organization as individuals. For example, respects, trusts, and has confidence in members, adapts leadership style to the situation, creates a satisfying work environment	0	1	2	3	4	5	6
7. Overall, how effective is the leadership performance of the person you are rating?	0	1	2	3	4	5	6

Please Return the Completed Survey to:

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2150 Shattuck Ave., Suite 1250, Berkeley, CA 94704

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